



A report on

**Cefn Saeson Comprehensive School
Afan Valley Road
Cimla
Neath
SA11 3TA**

Date of inspection: March 2015

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Cefn Saeson Comprehensive School is an 11 to 16 mixed community school maintained by Neath Port Talbot local authority. There are currently 635 pupils on roll. This compares with 800 at the time of the previous inspection in January 2010.

The school is situated in Cimla, a residential area about one mile from Neath town centre. The school's designated catchment area includes 34% of pupils that live in 20% of the most deprived areas within Wales. Around 20% of the pupils are eligible for free school meals compared to the national average of 17.5%.

Around 2% of pupils are from Welsh speaking homes. Around 3% of pupils speak English as an additional language. Almost 22% of pupils have special educational needs, which is just above the national average of 20.1%. Around 2% of pupils have a statement of special educational needs, which is lower than the national average of 2.4%.

The current headteacher has been in post since September 2013. The senior leadership team consists of the headteacher, an acting deputy headteacher and three assistant headteachers.

The individual school budget per pupil for Cefn Saeson Comprehensive School in 2014-2015 is £4,369 per pupil. The maximum per pupil in the secondary schools in Neath Port Talbot is £6,861 and the minimum is £3,710. Cefn Saeson Comprehensive School is sixth out of the eleven secondary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Adequate

Current performance

The school is adequate because:

- Nearly all pupils demonstrate positive attitudes, and apply themselves quickly to their work, sustaining concentration throughout the lesson
- In a majority of lessons, pupils gain secure knowledge and understanding and develop a range of skills well
- Attendance levels are high and place the school consistently in the top 25% of schools based on levels of eligibility for free school meals
- Many pupils attend a wide range of sporting and musical activities
- The school has an inclusive and supportive ethos

However:

- In a minority of lessons, pupils do not make enough progress
- In a few lessons, teachers' expectations are too low and activities do not sufficiently engage or meet the needs of pupils
- Pupils' performance in the indicators that include English and mathematics has declined in the last two years, and now places the school in the lower 50% of similar schools based on the proportion of pupils who are eligible for free school meals
- The quality of assessment varies too much within and across departments
- The provision for literacy and numeracy across the curriculum is not fully developed

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher and senior leaders communicate their vision for improvement well
- Governors have a secure understanding about the performance of the school and the quality of provision
- Senior leaders use data well to monitor performance
- The senior leadership team has identified key strategic priorities for the school, which are coherent with national priorities such as reducing the impact of deprivation
- Well-established partnerships with other schools are strong

However:

- The quality of middle leadership is too variable
- There is inconsistency in the quality and rigour of middle leaders' self-evaluation
- There is too much variation in how effectively senior leaders monitor the quality

of self-evaluation and planning processes

Recommendations

- R1 Improve standards in key stage 4, particularly in English
- R2 Improve the quality and consistency of teaching
- R3 Improve the focus and sharpness of self-evaluation and quality assurance processes
- R4 Ensure that leaders at all levels are fully accountable for all aspects of provision and standards
- R5 Improve planning for the progression of the literacy and numeracy framework across the curriculum

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

The school's performance at key stage 4, in those indicators that include English and mathematics, improved slightly in 2014 after a sharp decline in the previous year. The school has remained above the family in this indicator for at least the last four years. However, in 2014, this placed the school in the lower half of similar schools based on levels of eligibility for free school meals, having placed it in the upper half in the previous year and the top quarter in 2012.

Performance in the level 2 threshold has improved in the last three years and has been above the family average. However, in 2014 performance in this indicator moved the school from the upper half to the lower half of similar schools based on free-school-meal eligibility. The level 1 threshold improved for the third successive year and places the school in the upper half of similar schools based on free-school-meal eligibility. In 2014, no pupils left the school without a qualification.

At key stage 3, performance in English, mathematics and science has shown a trend of improvement. However, performance has placed the school in the bottom quarter of similar schools based on eligibility for free school meals for the last two years.

In 2014, the performance of boys at key stage 4 is below that of boys in similar schools in many indicators. The performance of girls at key stage 4 is above that of girls in similar schools in the majority of key indicators. In key stage 3 and key stage 4, the gap between the performance of boys and girls is larger than the average for other schools in the family and nationally. Pupils eligible for free school meals perform better in key stage 3 but not as well in key stage 4 when compared to those in schools in the same family and with similar levels of free-school-meal eligibility. Pupils with special educational needs make progress in line with expectations.

In a majority of lessons, pupils make good progress and gain new knowledge, understanding and skills. In these lessons, they recall prior learning well and apply their knowledge and understanding confidently to new situations. However, in a minority of lessons pupils do not make enough progress. In these lessons, pupils do not make sufficient gains in applying their prior knowledge or develop their thinking or and writing skills well enough.

Many pupils use subject terminology well in their writing and in class discussion. They use their problem-solving skills well to come to clear conclusions. However, a minority of pupils lack resilience and are too reliant on teacher support. Many pupils speak clearly and articulately and most pupils listen well to each other. A few pupils lack confidence in speaking in groups or to the whole class or when giving extended responses.

Many pupils read fluently and with expression. They identify key terms and select relevant information to show a clear understanding of texts. However, a minority of pupils use a more limited range of reading strategies.

More able pupils write well for an appropriate range of purposes and audiences. Where pupils are given the opportunities, their extended writing is generally well presented and detailed. However, many pupils make too many errors in spelling and punctuation and do not always correct their work in order to improve the accuracy of their writing.

Many pupils use their numerical reasoning skills well to identify appropriate strategies to complete tasks in a range of contexts. However, a few pupils lack the confidence to use and apply these skills. A majority of pupils present and analyse data in charts and graphs accurately. However, a minority of pupils make too many basic errors in presenting graphs.

In 2014, at key stage 3, pupils' performance in Welsh second language improved significantly. This places the school in the top quarter of similar schools based on free-school-meal eligibility. In key stage 4, the few pupils who take full course GCSE Welsh second language perform well and their outcomes are higher than the national average.

Wellbeing: Good

Most pupils feel safe in school and think that the school deals well with matters important to their welfare. Many pupils have positive attitudes to healthy eating and living and enjoy physical activity.

Most pupils have positive attitudes to learning and behave well in lessons. Attendance rates have placed the school in the top quarter of similar schools for the last four years and compare consistently well with the averages for similar schools and Wales. The number of fixed term exclusions is well below local and national averages.

Pupils contribute well to decision-making in the school through an effective school council and School Nutrition Action Group. The school council has been influential in bringing about changes such as improvements to the curriculum and food choices. It has also made an important contribution to the appointment of school staff.

Many pupils participate well in a wide range of extra-curricular activities including the Duke of Edinburgh Award Scheme, school productions and music performances.

Most pupils show respect and concern for others and demonstrate good social and life skills by working effectively with each other, for example by organising charity events.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides a broad and balanced curriculum that meets the needs of all pupils. The key stage 3 curriculum builds well on pupils' experiences in key stage 2. In key stage 4, the school offers pupils an appropriate selection of general and vocational courses. The school provides a suitable range of skills qualifications that are appropriate to pupils' development and contribute effectively to pupil outcomes.

There is a wide range of extra-curricular activities, which enhance learning. This includes valuable additional opportunities for more able pupils, school theatre productions involving pupils from local primary schools and enrichment programmes for disadvantaged learners. These have a positive impact on pupils' wellbeing and aspirations.

There are appropriate systems to identify pupils who have difficulties with literacy and numeracy and the school provides successful intervention programmes for those with weaker reading skills. Teaching assistants provide effective support for pupils.

A majority of subjects provide suitable opportunities for pupils to improve their spelling and develop their ability to understand and locate information from texts. More able pupils are given appropriate opportunities to produce pieces of extended writing for different purposes and audiences. However, opportunities for most pupils to write extended responses and to develop higher order reading skills are too limited. Plans for implementing the literacy and numeracy framework are not strategic enough and lack impact of planning for progression linked to outcomes. In a minority of curriculum areas this provision is underdeveloped, particularly for numeracy.

At key stage 4, many pupils are entered for a level 2 qualification in Welsh second language. Pupils' understanding of Welsh culture and traditions is developed appropriately through a range of subjects and extra-curricular activities, including an annual eisteddfod.

The school successfully develops pupils' awareness of sustainability through a suitable range of subjects, personal and social education and extra-curricular activities, although the provision for global citizenship is less well developed.

Teaching: Adequate

In nearly all lessons, teachers have secure subject knowledge and develop strong working relationships with pupils.

In a few lessons where teaching is most effective, teachers have high expectations and use skilful questioning to probe and develop pupils' understanding. They provide valuable feedback and share criteria for success to enable pupils to understand clearly how well they are doing and how to improve. Where teaching is most effective, lessons are well planned with well-structured activities and pupils make good progress in their learning.

In a majority of lessons, teachers use a wide variety of activities well matched to pupil needs. Lessons have clear objectives with suitable pace and challenge. Learning activities engage pupils well and challenge them to do their best.

In a minority of lessons teaching is less successful and pupils do not make enough progress. Teachers' expectations are too low, particularly of pupils of average and lower ability. In these lessons, teachers' planning fails to provide appropriately challenging and engaging tasks that meet the needs of all pupils. These lessons are too teacher-led, the pace of learning is slow, and pupils have too few opportunities to develop their skills.

Most teachers mark work regularly and their comments are generally supportive. In many subjects, marking focuses appropriately on errors in spelling. However, expectations of how pupils should respond to teachers' written comments vary too much. In around half of books and lessons, teachers' comments are too superficial. In these cases, they do not identify specific targets for improvement or explain how to improve well enough. This means that pupils find it difficult to follow up on teachers' comments to support the next steps for improvement. In a few cases, where marking is most effective, pupils' work is annotated with clear strengths and gives effective guidance on areas for development.

The school is using an increasingly wide range of data to track the progress of individuals, groups and subjects appropriately. This information is used effectively to identify pupils who need support and to act on underachievement. Parents receive useful reports on the achievement and progress of their children and they are given the opportunity to respond.

Care, support and guidance: Good

The school provides a caring and supportive environment that has a positive impact on pupils' wellbeing and personal development. The school promotes pupils' spiritual, moral, social and cultural development effectively through subject lessons, the personal and social education programme, the 'thought for the day' and assemblies.

The school has appropriate arrangements to promote healthy eating and drinking. There are many opportunities for pupils to participate in extra-curricular sport. The personal and social education programme is very effective in developing pupils' understanding about how to keep healthy and safe.

The school has valuable links with a wide range of external agencies and specialist services to meet the specific needs of individual pupils. The school provides comprehensive information for pupils and parents regarding options and career paths.

Provision for pupils with additional learning needs is effective and enables them to progress well with their learning. There are appropriate transition links on entry to the school. This enables those with additional learning needs to participate fully in school life. Individual education plans are detailed, include suitable targets and are reviewed regularly. Parents are well informed and are fully involved in their child's education. Specialist support assistants offer effective, targeted support for individuals and groups of pupils.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school's mission statement to develop "a learning community where success is expected and celebrated" is reflected in the school's caring ethos and fully inclusive community. Pupils are polite and friendly and feel safe within the school. Pupils are encouraged to understand the nature of stereotypes and challenge unfair attitudes and approaches. Partnerships with parents and a number of outside agencies contribute well to community cohesion.

The buildings, although showing signs of age, are kept in a good state of repair and decoration. Facilities for drama and music provide pupils with beneficial opportunities to study performing arts. The library is well equipped with a wide range of books and up to date computer equipment. Sports facilities are good and there are appropriate learning resources across all other subjects. There are colourful wall displays throughout the school, which show examples of pupils' work and celebrate achievement.

Key Question 3: How good are leadership and management?	Adequate
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Leadership: Adequate

The headteacher and senior leadership team provide clear vision and strategic direction for the school, and this is communicated clearly to all staff. The school's priorities are clear, and appropriately reflect the national priorities for literacy, numeracy and tackling disadvantage. The positive impact of the school's leadership can be seen in the school's caring ethos and strong outcomes in pupils' wellbeing.

Senior leaders, and a minority of middle leaders, use data suitably to monitor performance and identify targets for improvement. However, there is too much variation in this practice among middle leaders. As a result, there has not been enough impact on raising standards.

Leadership roles are appropriately defined and understood by all staff, and leaders are given sufficient time to undertake their roles. The performance management system is suitably organised, and the majority of objectives are closely aligned to whole-school priorities and clearly focused on pupil outcomes. However, a minority of objectives do not have success criteria that are sufficiently detailed or measurable.

Senior leaders have suitable line management responsibilities and generally provide appropriate support to middle leaders. However, there are shortcomings in line management arrangements. Many meetings do not record decisions or identify action points clearly enough.

A minority of middle leaders provide strong leadership, which makes a positive impact on pupils' achievement and wellbeing. However, there is too much variation in the quality of leadership at middle management level and, in a minority of instances, there is an insufficient focus on addressing areas for improvement in teaching and assessment.

Middle leaders collaborate appropriately to share good practice, for example regarding strategies to improve pupils' literacy skills. Many subject areas use departmental meetings suitably to plan for improvement. However, in a few instances, departments do not meet regularly enough or do not focus sufficiently on pupil standards or the quality of teaching in order to plan or evaluate improvement effectively.

Governors have a sound understanding of the school's strengths and areas for improvement. They provide a suitable level of challenge to the senior leadership team. The headteacher ensures that governors are appropriately informed about the performance of the school. Suitable links to subject areas have been established, although governors do not hold middle leaders to account rigorously enough.

Improving quality: Adequate

Leaders and managers have established a well-planned cycle of quality assurance activities to monitor and review all aspects of the school's work. Senior leaders use the outcomes of self-evaluation activities appropriately to form the basis of the school improvement plan.

The whole school self-evaluation report draws on an appropriate range of evidence, including a detailed analysis of performance data and information from external reviews. The report addresses relevant aspects related to standards and leadership. The views of parents are collected appropriately through surveys and meetings. The school's self-evaluation report gives a detailed account of the school's work. However, overall, the school's self-evaluation report is too descriptive and lacks a clear analysis and evaluation of first hand evidence in key areas such as the quality of learning and teaching.

Departmental self-evaluation reports draw on well-established procedures within subjects to ensure that the pupils' views are considered and acted upon. However, around half of middle leaders do not use performance data to analyse trends, make comparisons with similar schools or evaluate progress over time well enough. The judgements made in book reviews and many lesson observations are too generous, too descriptive and do not identify areas for improvement accurately. The self-evaluation reports of around half of middle leaders are too positive and do not highlight all areas in need of improvement.

The school improvement plan provides a detailed analysis of the school's priorities for development over a three year period and identifies three priorities for improvement for 2014-2015. The priorities are clearly linked to improving pupils' standards. The plan identifies the actions required to secure the planned improvements, staff with lead responsibility and appropriate timescales for the delivery of each action. Staff understand the school's priorities for development well.

Targets in department development plans link well to the whole school priorities. In a minority of plans, the intended outcomes are focused on clear success criteria and have appropriate deadlines. In a few cases, priorities from departmental reviews and evaluation reports are not included in the improvement plans. Overall, there is too much variation in how effectively senior leaders monitor the quality of self-evaluation and planning processes.

Partnership working: Good

The school's arrangements for partnership working are strong and contribute to improved opportunities and outcomes for pupils.

Partnerships with primary schools are well developed and contribute to smooth transition of pupils into Year 7. Joint planning and moderation in the core subjects contribute well to continuity and progression in pupils' learning. Strong pastoral links, regular meetings and partnership projects, such as the joint sports day, holocaust memorial concert and the valued involvement of the primary schools in the Cefn Saeson drama productions, are examples of this successful partnership.

The school engages well with the local college to ensure that pupils are well prepared for their transition to post-16 education and training and to extend the range of collaborative courses for pupils in key stage 4. These partnerships have a positive impact on pupils' learning experiences, including those of disadvantaged learners. Joint planning and resourcing have ensured that pupils have a greater choice of options to study. There are appropriate quality assurance procedures in place for the collaborative provision.

The school has strong links with the community and local schools. It takes a leading role in developing a number of projects, such as the moderation of key stage 4 physical education activities, making facilities available to partner schools to support the teaching of technology and the development of science investigations with local primary schools. The school benefits from well-established links with initial teacher training institutions.

Effective links with a range of agencies provide valuable support for the personal social education programme and the emotional health and wellbeing of pupils. The school has positive partnerships with parents and carers, who are suitably informed about the school's work and their child's wellbeing and progress.

Resource management: Adequate

The school manages its resources well. Staff are suitably qualified and deployed appropriately to make best use of their expertise.

The headteacher manages the budget effectively. Spending is well planned and monitored, and takes careful account of likely issues such as fluctuations in pupil numbers. There are clear links between the budget and the school's development plan. Within budgetary constraints, the school makes effective use of its resources.

The use of the Pupil Deprivation Grant is well planned, and includes a variety of strategies to improve the achievement and wellbeing of disadvantaged pupils, for example through engaging the families of pupils eligible for free school meals in educational and cultural activities. However, these strategies have not been fully evaluated, and are yet to have a significant impact on the outcomes of these pupils.

Teaching and support staff benefit from an appropriate range of professional development activities. These opportunities are identified suitably through performance management reviews and objective setting, which reflect whole-school priorities appropriately.

In view of the adequate outcomes, the school provides adequate value for money.

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator was above the family average in 2012 but below in 2013 and 2014. When compared with similar schools based on levels of eligibility for free school meals, the school's performance has placed it in the lower half for one of the last three years, and in the bottom quarter for 2013 and 2014.

English performance at level 5 and above has been above the family average two of the last three years, but was below the family average in 2014. Over the last three years, this performance placed the school in the upper half of similar schools based on levels of eligibility for free school meals in 2012, and in the bottom quarter for 2013 and 2014. Performance in English at level 6 and above has fluctuated in the last three years, and this year places the school above the family average but below the Wales average. This improvement still places the school in the lower half of similar schools based on levels of eligibility for free school meals.

Mathematics performance at level 5 and above has improved over the last three years. This placed the school in the upper half of similar schools in 2012 and 2014, and in the bottom quarter in 2013, based on levels of eligibility for free school meals, and is above the family average. At level 6 or above, performance in mathematics has declined significantly over the last three years and has placed the school in the bottom quarter of similar schools based on levels of eligibility for free school meals.

Performance in science at level 5 or above improved in 2012 and 2013, with performance in 2014 equal to that in 2013. Performance in this indicator has placed the school in the bottom quarter of similar schools, from previously being in upper half in 2013 and the lower half in 2012. In 2014 at level 6 and above, performance in science has declined and places the school in the lower half of similar schools based on levels of eligibility for free school meals. In 2014, pupils' progress from the previous key stage is below expectations for all indicators.

At key stage 4, in 2014, performance in the level 2 threshold including English and mathematics has declined for the third successive year when compared to the family average. This performance places the school in the lower half of similar schools based on free-school-meal eligibility, compared to top quarter and upper half for the previous two years. In 2014, this performance places the school below modelled expectations based on free-school-meal eligibility.

Performance in the core subject indicator has placed the school in the bottom quarter of similar schools, after previously placing it in the upper half in 2013 and the top quarter in 2012. The performance in the level 2 threshold improved in 2014, but places the school in the lower half of similar schools compared to the upper half in 2013 and the top quarter in 2012. However, this performance remains higher than the family and Wales averages. Performance in the capped points score has increased for the third successive year and is above the family average. This places the school in the upper half of similar schools based on free-school-meal eligibility.

Nearly all pupils achieve the level 1 threshold and performance in this indicator has placed the school in the upper half of similar schools for the third consecutive year based on levels of eligibility for free school meals.

In 2013 and 2014, performance in English declined, placing the school in the bottom quarter of similar schools based on free-school-meal eligibility after placing it in the upper half in 2012. In 2014, performance in mathematics has declined for the second consecutive year, placing school in the upper half of similar schools having previously placed it in the top quarter for the previous two years. In 2013, pupils' progress from the previous key stages was better than expected in the level 2 threshold, the capped points score and the level 1 threshold, but worse than expected in the level 2 threshold including English and mathematics and the core subject indicator.

In 2014 at key stage 3, at level 5, boys have done better than the family and all-Wales averages for boys in mathematics. In all other indicators at level 5, boys perform less well when compared to the average for boys in the family and Wales. At level 5, girls perform less well than the family and all-Wales averages for girls in nearly all indicators. The only indicator where girls perform better than the average for girls in the family is in the core subject indicator. The gap in performance is greater than the family and Wales averages in English at level 5 and 6 and above, where girls perform better than boys. Boys do significantly better than girls in mathematics at level 6 and above compared to the family average, where boys' and girls' performance is almost equal. In contrast, girls achieve better than boys when compared to the Wales average in mathematics at level 6 and above. At key stage 4, girls do better than the family and national averages for girls in the majority of the key indicators. Girls outperform the averages for girls in the family and nationally in the level 2 indicator including English and mathematics, the core subject indicator, the capped points score, the level 1 threshold, and mathematics. Boys do better than the average for boys in the family and nationally in half of the key indicators. Boys outperform boys in the family and nationally in the level 2 threshold, the level 1 threshold, the capped points score and mathematics.

In key stage 3 in 2013, pupils eligible for free school meals perform better than the family and Wales averages in the core subject indicator, English and mathematics at the expected level.

At key stage 4, there is an improving trend for pupils eligible for free school meals. Pupils perform lower than the family and Wales averages in the level 2 threshold including English and mathematics and the core subject indicator, but higher than the family and Wales averages in the level 2 threshold and the level 1 threshold. In 2014, performance of pupils eligible for free school meals has improved in nearly all indicators.

In key stage 3 assessments, in 2014, performance in oracy has declined, and is below the family and Wales averages. Reading performance has improved over the last two years, and is now above the family and Wales averages. Writing performance improved in 2014 and is now above the family average.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	140		39 28%	91 65%	8 6%	2 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			43%	52%	4%	1%	
The school deals well with any bullying	138		15 11%	84 61%	31 22%	8 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			26%	58%	14%	3%	
I have someone to talk to if I am worried	140		41 29%	68 49%	27 19%	4 3%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			38%	52%	8%	1%	
The school teaches me how to keep healthy	140		29 21%	62 44%	38 27%	11 8%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	139		53 38%	57 41%	24 17%	5 4%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	9%	2%	
I am doing well at school	140		41 29%	80 57%	15 11%	4 3%	Rwy'n gwneud yn dda yn yr ysgol.
			32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	139		37 27%	80 58%	17 12%	5 4%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	140		22 16%	65 46%	35 25%	18 13%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	139		51 37%	66 47%	14 10%	8 6%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			45%	47%	7%	1%	
Pupils behave well and I can get my work done	140		11 8%	73 52%	44 31%	12 9%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	140		33 24%	51 36%	35 25%	21 15%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			29%	50%	16%	4%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		139	13 9%	59 42%	51 37%	16 12%	Mae'r ysgol yn gwranddo ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16% 54%	25% 5%			
I am encouraged to do things for myself and to take on responsibility		140	30 21%	97 69%	9 6%	4 3%	Rwy'n cael fy annog i wneud pethau drosod fy hun a chymryd cyfrifoldeb.
			34% 60%	5% 1%			
The school helps me to be ready for my next school, college or to start my working life		79	17 22%	47 59%	9 11%	6 8%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36% 54%	9% 1%			
The staff respect me and my background		138	41 30%	71 51%	18 13%	8 6%	Mae'r staff yn fy mharchu i a'm cefndir.
			37% 54%	7% 2%			
The school helps me to understand and respect people from other backgrounds		137	36 26%	75 55%	19 14%	7 5%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36% 56%	7% 1%			
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4		55	8 15%	26 47%	14 25%	7 13%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28% 52%	15% 5%			
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		7	0 0%	3 43%	1 14%	3 43%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28% 50%	16% 7%			

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	70	29 41%	35 50%	6 9%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	70	30 43%	34 49%	5 7%	1 1%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	70	31 44%	33 47%	4 6%	1 1%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		50%	45%	3%	1%		
My child is making good progress at school.	70	33 47%	32 46%	4 6%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	70	12 17%	38 54%	11 16%	3 4%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	70	20 29%	45 64%	5 7%	0 0%	0	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	70	40 57%	28 40%	2 3%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	69	22 32%	38 55%	6 9%	1 1%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		31%	53%	8%	2%		
Staff treat all children fairly and with respect.	69	23 33%	29 42%	12 17%	1 1%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	48%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	70	26 37%	38 54%	4 6%	0 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	70	23 33%	42 60%	4 6%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	66	17 26%	31 47%	4 6%	2 3%	12	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	46%	7%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	70	21 30%	39 56%	10 14%	0 0%	0	Rwy'n cael gwybodaeth yson am gynnydd fy mhlentyn.
		34%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	70	30 43%	34 49%	3 4%	1 1%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	69	19 28%	32 46%	8 12%	2 3%	8	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	50%	10%	2%		
The school helps my child to become more mature and take on responsibility.	70	24 34%	39 56%	5 7%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		36%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	68	19 28%	33 49%	7 10%	0 0%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		26%	46%	8%	2%		
There is a good range of activities including trips or visits.	70	21 30%	41 59%	7 10%	1 1%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	69	21 30%	37 54%	7 10%	1 1%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	48%	5%	2%		

Appendix 3

The inspection team

Alwyn Thomas	Reporting Inspector
Anthony Mulcahy	Team Inspector
Steven Pringle	Team Inspector
Mamta Arnott	Team Inspector
Lowri Jones	Team Inspector
Peter Lewis	Lay Inspector
Michelle Medina	Peer Inspector
Sean Foley	Enwebai

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.